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Ch. 6,7 UbD/DI

Ch. 5,6 MI

**Summary**

Chapter 5 and 6 of Multiple Intelligences by Thomas Armstong further emphasizes the importance of incorporating MI theory to the classroom, and then offers some great strategies of how to do so. An example that is given includes using all 8 intelligences over the course of an 8-day lesson to teach the appropriate uses of the 4 major punctuation marks. It provides a stated objective that is followed by a clear plan of how to appeal to each intelligence each day for the following 8 days. While this generates a few good ideas of how to incorporate MI’s in the classroom, I think it is important to understand the importance of incorporating multiple MI’s within the context of the same day as well. If you spend and entire class only appealing to one MI at a time, then it is likely that only a minority of students are fully engaged during the lesson that day. That being said, the section does in fact create a very clear and organized way to preemptively plan out how to use MI’s in your lesson plans. Armstrong describes a seven step process on how to do this effectively that includes: (1) Focusing on a specific objective or topic, (2) Asking key MI questions, (3) considering the possibilities, (4) Brainstorming, (5) selecting appropriate activities, (6) Setting up a sequential plan, and (7) implementing the plan.

Chapter 6 and 7 of UbD/DI covers instructional strategies for incorporating MI into the classroom in multiple diverse ways. It is reinforced in the chapter that effective teachers will teach in diverse ways to meet the needs of their diverse classroom and allow an equal opportunity for growth. Though I have learned that piece already, the important thing I took away from the rest of the sections was the different ways to detect multiple learner needs and a concise way to create a plan modeling that information. The importance of asking broad questions and doing a vast array of activities that involve those questions is addressed. The objective of the lesson should be clear heading into those discussions and activities. By using broad, open-ended questions, students are likely to think critically about the topic and arrive at the correct answer themselves after they have experiences discussions and activities in ways that appeal to all of the intelligences. As certain students begin to understand the major concepts, their participation can be encouraged so that other students can become part of their understanding. This serves the dual purpose of allowing the students that “get it” early on to reinforce their knowledge through verbal expression, and allowing those who don’t quite understand to hear the topic discussed in a new way by their peers. The major thing to take out of chapter 7 is how to incorporate the 6 facets described in earlier chapters into your lesson plans, and the WHERETO model, which provides a great method of reflection on the given topic that helps sum up the major ideas and reinforce understanding.